Kentucky Resources

Stormwater Education Toolkit for Schools Binder

If it's on the ground
it's in your water

List of Enviroscape Models Available for Loan in Kentucky

(There may be others – Check with your local Extension Office or Conservation District)

STATEWIDE

- Cumberland Valley RC+D
- Division of Pesticide Regulation
- Division of Water
- Division of Water Watershed Management
- East Kentucky Science Center
- Eastern Kentucky PRIDE
- ENRI Task force-CES-UK
- Green River RC+D
- Kentucky Ag and Environment in the classroom
- Kentucky Heritage RC+D
- Kentucky Waterways Alliance
- Mammoth Cave National Park
- Northern Kentucky University
- Pennyrile RC+D
- Upper Cumberland River Watershed Watch
- WKU Center for Water Resource Studies

COUNTY LEVEL

Adair Cooperative Extension Service

Allen County Conservation District

Anderson Conservation District

Bell County Cooperative Extension Service and Conservation District

Boone County

- Cooperative Extension Service
- Conservation District
- Sanitation District #1
- Ockerman Elementary

Bourbon Conservation District

Boyd County Natural Resources Conservation Service

Boyd County Middle School

Boyle County Cooperative Extension Service and Conservation District

Bracken County Cooperative Extension Service and Conservation District

Butler Conservation District

Caldwell Conservation District

Calloway Conservation District

Calloway County: Murray Middle School

Campbell Cooperative Extension Service, Conservation Dist, Sanitation District#1

Carroll Conservation District

Carter Conservation District

Christian Conservation District

Clark Conservation Dist

Clay County High School

Crittenden Conservation District

Cumberland Natural Resources Conservation Service

Daviess County - Utica Elementary School

Elliot County Cooperative Extension Service

Estill County Conservation District

Fayette County

- Bluegrass PRIDE
- Conservation District
- UK Landscape Architecture Department

Fayette County Schools

- Stonewall Elementary
- Winburn Middle School

Fleming County Cooperative Extension Service and Conservation District

Floyd County Extension Service

Franklin County Conservation District

Garrard County Conservation District

Graves County Conservation District

Grayson County Extension Service

Greenup County Natural Resources Conservation Service

Hancock County Conservation District

Hardin County Conservation District

Harlan County Conservation Dist

Hopkins County Extension Service and Conservation District

Hopkins County Schools

- Jesse Stuart Elementary
- Grapevine Elementary

Jackson County Extension Service

Jefferson County

- Natural Resources Conservation Service
- Hawthorn Elementary
- Seneca High School
- Kennedy Montessori School

Johnson County Extension Service

Kenton County

- Extension Service
- Conservation District
- Sanitation District#1

Knott County

- Extension Service
- Natural Resources Conservation Service
- Jones Fork Elementary

Knox County Extension Service and Union College Graduate Program

LaRue County Conservation District

Leslie County Extension Service and Conservation District

Letcher County Conservation District

Lewis County Conservation District

Lincoln County Conservation District

Madison County - Berea Community Elementary School

Magoffin County High School

Martin County - Warfield Elementary

Nelson County - Cox’s Creek Elementary

Nicholas County - Ryle High School Cumberland Valley RC+D

Division of Pesticide Regulation

Division of Water

Division of Water Watershed Management

East Kentucky Science Center

Eastern Kentucky PRIDE

ENRI Task force-CES-UK

Green River RC+D

Kentucky Ag and Environment in the classroom

Kentucky Heritage RC+D

Kentucky Waterways Alliance

Mammoth Cave National Park

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Magoffin County High School

Martin County - Warfield Elementary

Nelson County - Cox's Creek Elementary

Nicholas County - Ryle High School

Oldham County - Buckner Elementary

Pike County - John's Creek Elementary

Pulaski County - Southwestern High School

Rowan County - Tilden Hogg Elementary

Todd County - North Todd Elementary School

Warren County - Lost River Elementary

Oldham County - Buckner Elementary

Pike County - John’s Creek Elementary

Pulaski County - Southwestern High School

Rowan County - Tilden Hogg Elementary

Todd County - North Todd Elementary School

Warren County - Lost River Elementary

Agriculture and Natural Resource Agents Listed by MS4 Community
Cooperative Extension Service

Community / Entity	*County*	*ANR Agent**	*ANR Agent's Email*	*Phone Number*
City of Radcliff	Hardin	Kayla M Helmrich	kayla.helmrich@uky.edu	(270) 765-4121
City of Ashland	Boyd	Lyndall V Harned	lharned@uky.edu	(606) 739-5184
Hardin County Fiscal Court	Hardin	Kayla M Helmrich	kayla.helmrich@uky.edu	(270) 765-4121
City of West Point	Hardin	Kayla M Helmrich	kayla.helmrich@uky.edu	(270) 765-4121
Oldham County Fiscal Court	Oldham	Traci M. Missun	traci.missun@uky.edu	(502) 222-9453
City of Richmond	Madison	Brandon Sears	brandon.sears@uky.edu	859-623-4072
Sanitation District No.1-No. KY	See Boone County			
City of Hillview	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
City of Hopkinsville	Christian	James Stone	jstone@uky.edu	(270) 886-6328
City of Mt.Washington	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
City of Murray	Calloway	Todd Powell	todd.powell@uky.edu	(270) 753-1452
City of Glasgow	Barren	Gary Rodman Tilghm	gtilghma@uky.edu	(270) 651-3818
City of Florence	Boone	Jerry Brown	gdbrown@uky.edu	(859) 586-6101
City of Danville	Boyle	Jerry Little	jlittle@uky.edu	(859) 236-4484
City of Campbellsville	Taylor	Pat Hardesty	phardest@uky.edu	(270) 465-4511
City of Mayfield	Graves	Virginia R Langford	vlangfor@uky.edu	(270) 247-2334
Christian County Fiscal Court	Christian	James Stone	jstone@uky.edu	(270) 886-6328
City of Owensboro	Daviess	Clint Hardy	chardy@uky.edu	(270) 685-8480
City of Henderson	Henderson	Michael Smith	mcsmith@uky.edu	(270) 826-8387
City of Bowling Green	Warren	Joanna Coles	jcoles@uky.edu	(270) 842-1681
City of Paducah	McCraken	Douglas Wilson	dawilson@uky.edu	(270) 554-9520
City of Madisonville	Hopkins	George Kelley	gkelley@uky.edu	(270) 821-3650
City of Shelbyville	Shelby	Brittany L Edelson	bedelson@uky.edu	(502) 633-4593

City of Hebron Estates	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
Greenup County Fiscal Court	Greenup	Linda Sexton	lsexton@uky.edu	(606) 473-9881
City of Greenup	Greenup	Linda Sexton	lsexton@uky.edu	(606) 473-9881
City of Muldraugh	Hardin or Meade County?			
City of Frankfort	Franklin	Keenan Bishop	kbishop@uky.edu	(502) 695-9035
City of Elizabethtown	Hardin	Kayla M Helmrich	kayla.helmrich@uky.edu	(270) 765-4121
City of Shepherdsville	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
City of Bardstown	Nelson	Adam Haggard	a.haggard@uky.edu	(502) 348-9204
City of Vine Grove	Nelson	Adam Haggard	a.haggard@uky.edu	(502) 348-9204
Bullitt County Fiscal Court	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
City of Georgetown	Scott	No ANR Agent Curre	dl_ces_scott@email.uky.ed	(502) 863-0984
City of Nicholasville	Jessamine	Robert Amburgery	ramburge@uky.edu	(859) 885-4811
City of Oak Grove	Christian	James Stone	jstone@uky.edu	(270) 886-6328
City of Winchester	Clark	Frank Hicks	fhicks@uky.edu	(859) 744-4682
City of Somerset	Pulaski	Richard Whitis	richard.whitis@uky.edu	606) 679-6361
City of Middlesboro	Bell	Stacy White	sjwhite@uky.edu	(606) 337-2376
City of Pioneer Village	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
City of Fox Chase	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
City of Hunters Hollow	Bullitt	Darold Jay Akridge	dakridge@uky.edu	(502) 543-2257
Jessamine County Fiscal Court	Jessamine	Robert Amburgery	ramburge@uky.edu	(859) 885-4811

*Agriculture and Natural Resource Agent - this person may refer you to one of the other agents in the county, depending on who's program this information most closely fits.

For a list of Participating Schools

in the Kentucky Green and Healthy Schools Program, see

http://greenschools.ky.gov/

Water Inventory
Teacher Reference

Water – Water Quality

These questions pertain to water quality in and around the school.

	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
1	From where does the school's water come (e.g., well, river, reservoir)?	Based on where your water comes from, create a list of potential sources of contamination. You may want to research the types of industries, farms and neighborhoods near your school to identify the pollution they generate. Explain how this pollution could affect your school's water source. Could your school be contaminating its own water source? For example, school chemical spills, soil erosion from construction and application of pesticides and fertilizers could contribute to contamination. If so how can you reduce the risk of contamination? Implement some of your ideas. Create a chart that lists maximum levels of contaminants in drinking water and the impact on human health for each of these contaminants if their safe drinking water levels are exceeded. Analyze your school's water using the Consumer Confidence Report. Does your school meet all the requirements for safe drinking water? Create school grounds	All the rules and information on drinking water Consumer Confidence Report http://water.ky.gov/dw/ DOW Web site on definition of water quality http://water.ky.gov/sw/ Go to water Quality Branch Information on "designated uses", how water quality is measured. An explanation of the Consumer Confidence Report http://water.ky.gov/sw/ Teach about water pollution with these units of study http://keec.ky.gov/waterunit.htm A primer on water quality from the U.S. Geologic Survey http://pubs.usgs.gov/fs/fs-027-01/index.html Ask the facilities manager in the principal's office or in the district office. http://water.ky.gov/dw/ The Division of Water, Water Watch program describes the effects of water quality on aquatic life and provides instruction on water testing for common pollutants. http://www.water.ky.gov/ww/ Describes nonpoint source or runoff pollution generated by stormwater or snowmelt. Treatment of runoff pollution directly affects the cost and quality of drinking water. http://water.ky.gov/sw/nps/ Search out water and hydrologic cycle http://www.epa.gov Healthy Water, Healthy People http://www.healthywater.org/ See listing for Freshwater Benthic Ecology and Aquatic Entomology Homepage pages 159 and 178 The National Geographic Map Machine provides theme maps and other locational information. http://plasma.nationalgeographic.com/mapmachine/ The Center for Watershed Protection describes improved methods for economic development that protect water resources. Known as Low Impact Development (LID) these methods offer long-term strategies to solve water pollution problems from runoff pollution and protection of water quantity by providing the best solutions to groundwater	Primary SC-EP-4.7.1 Students will describe the cause and effect relationships existing between organisms and their environments SS-EP-4.1.3 Students will use geographic tools to identify major landforms, bodies of water and natural resources on Earth's surface. PL-EP-3.3.02 Students will identify the available health and safety agencies in a community that provide services: • Health department • Fire department • Sanitation • Police • Ambulance services DOK 1 Fourth grade SC-04-4.7.1 Students will make predictions and/or inferences based on patterns of evidence related to the survival and reproductive success of organisms in particular environments. SC-04-4.7.2 Students will • describe human interactions in the environment where they live; • classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions. PL-04-3.3.02 Students will identify and explain the available health and safety agencies in a community that provide services: • Health department • Fire department • Sanitation • Police • Ambulance services DOK 2
2	What is the quality of that source? (e.g. How does the Kentucky Division of water define water quality?)			
3	What is the quality of the school's drinking water (e.g., level of contaminants, lead, mercury, PCBs, bacteria, added fluoride)?			
4	Is the person who tests the water a certified operator?			
5	Where is the school's Consumer Confidence Report posted? (e.g., Principal's office, school board office)			
6	Where does water from the school grounds drain (e.g., local stream, sinkhole, name of watershed)?			
7	What is the water quality of a nearby stream?			

Water Inventory
Teacher Reference

		landscaping plan that reduces water runoff 1. Create buffer zones to slow and absorb runoff. 2. Plant grass in the place of concrete 3. Cover bare soil with native vegetation 4. If the school is adjacent to a stream plant a riparian zone along the stream to absorb runoff. 5. Identify if there are areas of your landscape plan where outdoor learning could take place. Present the plan to your site based council. Adopt a nearby stream and join the Water Watch program. • Conduct a biological and chemical test of a nearby stream • Maintain/create riparian buffer zones	recharge. http://www.cwp.org/ Explains the connection between human activity & water pollution http://clean-water.uwex.edu/pubs/storm.htm http://www.cwp.org/ Nonpoint source web page http:/www.water.ky.gov/sw/nps Surf your watershed. Search by Zip code, address etc. http://www.epa.gov/surf/ 2004 303(d) list of impaired waters in the Commonwealth and their priority status http://water.ky.gov The Commonwealth Water Education Project http://www.inyourwater.org/	Fifth grade SC-05-2.3.1 Students will • describe the circulation of water (evaporation and condensation) from the surface of the Earth, through the crust, oceans, and atmosphere (water cycle); • explain how matter is conserved in this cycle. DOK2 SC-05-4.7.1 Students will • describe and categorize populations of organisms according to the function they serve in an ecosystem (e.g., producers, consumers, decomposers); • draw conclusions about the effects of changes to populations in an ecosystem. SS-05-4.1.3 Students will explain how physical characteristics (e.g., landforms, bodies of water, climates, vegetation) influence where things are located (e.g. house, factory, store, playground, park, bridge, dam). DOK 2 PL-05-3.3.02 Students will identify and describe the available health and safety agencies in a community that provide services: • Health department • Fire department • Sanitation • Police • Ambulance services DOK 2 Sixth grade SC-06-4.7.1 Students will describe the consequences of change in one or more abiotic factors on a population within an ecosystem. SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2 PL-06-3.3.02 Students will identify and describe a range of resources and services provided by community agencies: • Public health department • Fire department • Police department • Family resource center DOK 2

				Seventh grade SC-07-4.7.1 Students will compare abiotic and biotic factors in an ecosystem in order to explain consequences of change in one or more factors. PL-07-3.3.02 Students will identify and describe resources and services provided by community agencies: • Public health department • Fire department • Police department • Family resource center DOK 2 Eighth grade SC-08-4.7.1 Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem. PL-08-3.3.02 Students will identify and explain the importance of resources and services provided by community agencies and how these resources benefit the overall community. • Public health department • Fire department • Police department • Family resource center DOK 2 High School SC-HS-4.7.1 Students will • analyze relationships and interactions among organisms in ecosystems; • predict the effects on other organisms of changes to one or more components of the ecosystem. SC-HS-4.7.2 Students will • evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction; • justify positions using evidence/data. SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment. PL-HS-3.3.01 Students will compare consumer actions (reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources; reducing water,

Water Inventory
Teacher Reference

				air, and land pollution; reducing solid waste; conserving energy; greenhouse effect, slowing global warming). DOK 3

Water Inventory
Teacher Reference

13	Does the school have a plan for managing the runoff from the school property?			SS-05-4.1.3 Students will explain how physical characteristics (e.g., landforms, bodies of water, climates, vegetation) influence where things are located (e.g. house, factory, store, playground, park, bridge, dam). DOK 2 Sixth grade SC-06-4.7.1 Students will describe the consequences of change in one or more abiotic factors on a population within an ecosystem. SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2 Seventh grade SC-07-4.7.1 Students will compare abiotic and biotic factors in an ecosystem in order to explain consequences of change in one or more factors. Eighth grade SC-08-4.7.1 Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem. High School SC-HS-4.7.1 Students will • analyze relationships and interactions among organisms in ecosystems; • predict the effects on other organisms of changes to one or more components of the ecosystem. SC-HS-4.7.2 Students will • evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction; • justify positions using evidence/data. SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

Water Inventory
Teacher Reference

Water – Water Management

This section includes questions about the management of wastewater coming from the school and runoff pollution from around the school.

	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
8	Who is the school's sewage provider? (e.g. city, county, septic tank?)	Make a map of the school's gutters and down spouts. Determine where each down spout drains. Determine flow from down spouts to learn how much water drains from school roof. Establish a plan for reducing or slowing water coming off of roofs and downspouts. Identify problem spots on school grounds where erosion often occurs. Create an outdoor classroom or butterfly, ozone, or rain garden at the problem area using native vegetation, stones and mulch. Refer to the chemicals section of the Green and Healthy Schools program, and develop a hazardous chemical management plan. Contact your local soil conservation district office. Work with staff of the office to develop a plan to prevent runoff. Present that plan to the principal.	Refer to your school's water bill. Ask the facility manager located onsite or at the district office. Information on Water Education and Water Management topics http://wateroutreach.uwex.edu Take an "Electronic Fieldtrip to a Watershed" at http://www.ket.org/trips/ Fifteen ways to protect your watershed. http://www.epa.gov/owow/watershed/earthday/earthday.html Storm water resources http://www.inyourwater.org/ Information on nonpoint source stormwater management http://www.dnr.state.wi.us/org/water/wm/dsfm/shore/documents/rgmanual.pdf Photos of different kinds of erosion and how to stop erosion http://managingwholes.com/photos/erosion/index.htm A list of county conservation district offices and contact information. http://www.conservation.ky.gov/condistricts/ The Commonwealth Water Education Project http://www.inyourwater.org/	Primary SC-EP-4.7.1 Students will describe the cause and effect relationships existing between organisms and their environments SS-EP-4.1.3 Students will use geographic tools to identify major landforms, bodies of water and natural resources on Earth's surface. Fourth grade SC-04-4.7.1 Students will make predictions and/or inferences based on patterns of evidence related to the survival and reproductive success of organisms in particular environments. SC-04-4.7.2 Students will • describe human interactions in the environment where they live; • classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions. Fifth grade SC-05-2.3.1 Students will • describe the circulation of water (evaporation and condensation) from the surface of the Earth, through the crust, oceans, and atmosphere (water cycle); • explain how matter is conserved in this cycle. DOK2 SC-05-4.7.1 Students will • describe and categorize populations of organisms according to the function they serve in an ecosystem (e.g., producers, consumers, decomposers); • draw conclusions about the effects of changes to populations in an ecosystem.
9	How much money was spent last school year on wastewater for your school? For what was that money used?			
10	Where does water from the parking lot, gutters, downspouts and other impervious surfaces drain (e.g., storm drain, sanitary sewer, stream, rain garden, drainage ditch, retention pond)?			
11	Does your school have any areas with bare soil where erosion can wash silt into nearby streams?			
12	Does the school have a plan to deal with hazardous material spills (including paint, oil, and pesticides) that might go down drains and impact waterways?			

Water Inventory
Teacher Reference

Water – Water Conservation

These are the questions to explore in the water conservation section of the water inventory.

	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
14	Who is the school's water provider (e.g., private company, municipality, school-owned)?	Develop a proposal for reducing your school's water usage by 5%. This may include: • a policy that requires old toilets be replaced with water efficient ones and faucets be installed with automatic switchers • a plan for reducing watering of the school lawn. This may include converting lawn to native gardens that require less water. • A system for collecting rain water coming from roofs and gutters that can be used to water gardens • education for students, faculty and staff on the importance using less water, reporting leaking faucets, etc. Present the proposal to	Ways to save water around the house that may also be useful at school http://www.h2ouse.org/ 100 ways to use water wisely http://www.wateruseitwisely.com/100ways/ne.shtml More water saving ideas from consumer reports http://www.consumerreports.org/cro/personal-finance/50-ways-to-save-water-805/index.htm Example of a home water audit http://www.wateruseitwisely.com/familywater/index.shtml Find out more about drought and how to plan ahead to conserve water http://www.state.nj.us/drbc/drought/kids_droughtinfo.htm Lots of ideas for teaching about water http://www.projectwet.org/ and http://keec.ky.gov/project_wet.htm A Kentucky curriculum on water - aligned to the core content and inquiry based http://keec.ky.gov/waterunit.htm	Primary MA-EP-1.1.1a Students will read, write, and rename whole numbers (0 to999) and apply to real-world and/or mathematical situations. DOK 2 MA-EP-4.3.1a Students will pose questions that can be answered by collecting data Fourth Grade MA-04-1.1.1a Students will read, write, and rename whole numbers, fractions, and decimals, and apply to real-world and/or mathematical situations. MA-04-4.3.1a Students will pose questions that can be answered by collecting data. DOK2 Fifth grade MA-05-1.1.1a Students will read, write, and rename whole numbers, fractions, and decimals, and apply to real-world and/or mathematical situations DOK2 MA-05-4.3.1a Students will describe and give examples of the process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer questions) Sixth Grade MA-06-1.3.1 Students will add, subtract, multiply, divide, and apply order of operations with whole numbers, fractions, and decimals to solve real-world problems. DOK - 2 Seventh Grade MA-07-1.3.1 Students will add, subtract, multiply, divide, and apply order of operations (including
15	How much money was spent on water at your school during the last school year?			
16	How many gallons of water did the school use last year?			
17	On average, how much water do school toilets use per flush? (in gallons)			
18	Does the school have water faucets that turn off automatically?			
19	Are water faucets located outside the building secure?			
20	How often are all water pipes and faucets checked for leaks and other maintenance?			
21	How and when are school lawns watered?			
22	How many gallons of water does each student use per school day?			
23	How is water conservation part of every grade's curriculum?			
24	Who conducted the Water Inventory (e.g., Mrs. Frost's seventh grade classes, Mr. Pipe, maintenance worker, and the local water district)?			

		your principal and/or site based council. Conduct a water loss audit • Check faucets, toilets, hoses and outdoor faucets for leaks. (Include faucets in the kitchen and maintenance room). • Complete work orders to have leaks repaired. Follow-up to see that leaks are repaired. Conduct research to find out if your community has been under any water use restrictions due to drought in the past 5 years. What restrictions were imposed? Interview local officials (mayor, county judge executive, magistrates) to find out if your community has a plan for dealing with droughts.		positive whole number exponents) with whole numbers, fractions, and decimals to solve real-world problems. DOK - 2 Eighth Grade MA-08-1.3.1 Students will add, subtract, multiply, divide, and apply order of operations (including positive whole number exponents) with rational numbers to solve real-world problems. DOK - 2 High School MA-11-4.1.1 Students will analyze and make inferences from a set of data with no more than two variables, and will analyze situations for the use and misuse of data representations. DOK - 3

Water Inventory
Student Pages

Water Quality Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
1. From where does the school's water come (e.g., well, river, reservoir)?	
2. What is the quality of that source? (e.g. How does the Kentucky Division of water define water quality?)	
3. What is the quality of the school's drinking water (e.g., level of contaminants, lead, mercury, PCBs, bacteria, added fluoride)?	

Water Inventory
Student Pages

Water Quality Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
4. Is the person who tests the water a certified operator? Yes ☐ No ☐ Please explain.	
5. Where is the school's Consumer Confidence Report posted (e.g., Principal's office, school board office)?	

Water Inventory
Student Pages

Water Quality Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
6. Where does water from the school grounds drain (e.g., local stream, sinkhole, name of watershed)?	
7. What is the water quality of a nearby stream?	

Water Inventory
Student Pages

Water Quality Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
6. Where does water from the school grounds drain (e.g., local stream, sinkhole, name of watershed)?	
7. What is the water quality of a nearby stream?	

Water Inventory
Student Pages

Water Management Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
8. Who is the school's sewage provider (e.g. city, county, septic tank)?	
9. How much money was spent last school year on wastewater for your school? For what was the money used?	
10. Where does water from the parking lot, gutters, downspouts and other impervious surfaces drain (e.g., storm drain, sanitary sewer, stream, rain garden, drainage ditch, retention pond)?	

Water Inventory
Student Pages

Water Management Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
11. Does your school have any areas with bare soil where erosion can wash silt into nearby streams? Yes ☐ No ☐ Please explain.	
12. Does the school have a plan to deal with hazardous material spills (including paint, oil, and pesticides) that might go down drains and impact waterways? Yes ☐ No ☐ Please explain.	
13. Does the school have a plan for managing the runoff from the school property? Yes ☐ No ☐ Please explain.	

Water Inventory
Student Pages

Water Conservation Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
14. Who is the school's water provider (e.g., private company, municipality, school-owned)?	
15. How much money was spent on water during the last school year?	
16. How many gallons of water did the school use last year?	

Water Inventory
Student Pages

Water Management Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
17. On average, how many gallons of water do school toilets use per flush?	
18. Does the school have water faucets that turn off automatically? Yes ☐ No ☐ Please explain.	
19. Are water faucets located outside the building secure? Yes ☐ No ☐ Please explain.	

Water Inventory
Student Pages

Water Conservation Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
20. How often are all water pipes and faucets checked for leaks and other maintenance?	
21. How and when are school lawns watered?	
22. How many gallons of water does each student use per school day?	

Water Inventory
Student Pages

Water Conservation Section (questions followed by space for your answers)	Notes (references, more questions, ideas for action)
23. How is water conservation part of every grade's curriculum?	
24. Who conducted the Water Inventory (e.g., Mrs. Frost's seventh grade classes, Mr. Pipe, maintenance worker, and the local water district)?	